Lesson 1

Essential Questions: What is global education? How might global education help us connect grand narratives about globalization to individual life stories?

Kyle and Laura will welcome class and briefly introduce themselves. Kyle will project the day’s essential question and lay out brief agenda for the day: ice-breaker activities; course text and other syllabus information; film selection and discussion; Google Earth and work on global educator narrative. Tell them that we will be sending around a brief survey about the course that we would like them to take, and that they will be invited to join the course wiki, which they should also do. (5 minutes)

Play our Google Earth global ed narratives for them. Explain why we would like them to make one (so we can get to know them better, so they can get experience with the technology, so they have a fun way to introduce themselves to their students in the spring and beyond). (10 minutes)

Kyle and Laura will hand out sheets of paper to students for the Who Am I activity (p. 39, course text). Context for this activity is that the students already know each other, so we need to work to re-establish our community with Laura and Kyle included. Everyone will write as many of their personality characteristics on the top half of the sheet (including Kyle and Laura). Then we will collect and tape to the wall of the room. Students will have about 15 minutes to walk around and write their guess on the board. Kyle will project class list to facilitate memory with names. (20 minutes)

We will then have everyone go get their sheets. We will number off by ten, and have students go to their groups. They will discuss: Who were you most often judged to be—yourself or another colleague? Does this surprise you? What other reactions do you have to the way you are perceived by others? How does this activity reflect a global education philosophy? (15-20 minutes)

After time to discuss, we will come back as a large group. Kyle will survey results by show of hands. Then he will ask students to share what they think we can learn from such a simple activity. (10 minutes)

Laura will use this activity as a segue to talk about the course text, and latest update on its availability. She will show students the course wiki, and explain how they can download items from there. She will explain that if the students feel they need help in learning wikis, that is something we can address in workshop. She will briefly show how the syllabus is organized, stressing our laptop policy, the limited number of readings (and hence the need to come prepared), and a brief overview of assignments. Students should read over the syllabus and bring any questions to class next week. (10 – 15 minutes)

BREAK (10 minutes)

After break, we will preview questions for film, and then show clip (0.00.00 to 0.22.28). (25 minutes)

Kyle will then explain workshop, and its purpose. We will divide the students into workshop groups, and Kyle will take his group to room 311. (5 minutes)

In workshop groups, we can discuss the students’ reaction to the film, and some of their thoughts to the questions. (20 minutes)

We can then remind students that we asked them to bring their laptops for some Google Earth work. Might brainstorm with students the possible uses of Google Earth in the global ed classroom. Tell them that we are going to work on one project together over the next few weeks. (5 minutes)

Project geo-tagging tip sheet. Allow students to play around with a partner to start learning some of these techniques. We will spend more time in workshop next week on this, and a final product will be due on September 22. (40 minutes or whatever time is remaining)

Before dismissing students, we will preview next week’s readings, and give them the following prep task: Based on these readings, what one word do you think best represents what global education is about? Explain your choice in a reflective paragraph.

\*Note for film

Watch on session 1:

* 1. - 0.22.28

Watch on session 2:

0.22.28 - 1.09.51

\* Link to student survey

<http://www.surveymonkey.com/s/WQ2RXYW>

Essential Questions For the Day

What is global education?

How might global education help us connect grand narratives about globalization to individual life stories?

Who were you most often judged to be—yourself or another colleague?

Does this surprise you?

What other reactions do you have to the way you are perceived by others?

How does this activity reflect a global education philosophy (if at all)?

\*NOTE: Activity is found on p. 39 of course text.

What aspects of José’s experience seem to you typical, and which seem deeply and uniquely personal?

What did you learn about José’s life that would be useful for you as his teacher?

As a teacher, what strategies would you use in order to see and hear those things José is communicating?

How do you see the issues of language and national identity playing out in José’s story?